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Implementation of Literacy Activities in the Equality Package A Program to Improve Reading Skills at Spnf Skb Negeri 2 Samarinda

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ABSTRACT

This study aims to examine the implementation of literacy activities in the Equality Package A Program at SPNF SKB Negeri 2 Samarinda with a focus on the implementation of activities, the role and strategy of tutors, the obstacles faced, as well as support institutions and families in improving students' literacy skills. This study uses a qualitative approach with data collection techniques in the form of interviews, observations, and documentation studies. The results of the study show that the implementation of literacy at SPNF SKB Negeri 2 Samarinda is carried out through the provision of reading books, tutor training, and a plan to develop a Community Reading Park (TBM). Tutors play an important role as facilitators, motivators, and innovators by implementing creative strategies, such as storytelling, the use of image media, collaborative learning, and the use of digital games. The main obstacles that arise include limited reading facilities, heterogeneity of students' reading ability, fluctuations in learning motivation, and lack of support from family. In overcoming these obstacles, institutions prepare institutional strategies, tutors present a variety of learning methods, while parents provide assistance and motivation at home. This research emphasizes that the success of literacy in non-formal education is the result of synergy between institutions, tutors, students, and families. In addition, this research contributes to novelty by examining the implementation of literacy comprehensively through a multi-actor approach that has rarely been studied before, so that it can be a reference for the development of literacy programs in non-formal education pathways.

1. Introduction

Education is a fundamental right guaranteed by Article 31 of the 1945 Constitution, which affirms that every citizen has the right to receive education to develop his or her potential optimally. This right is strengthened through Law Number 20 of 2003 concerning the National Education System (SISDIKNAS), which divides education

pathways into three, namely formal, informal, and non-formal education, where the three can complement and enrich each other. Non-formal education itself is an educational path outside the formal system that can still be organized in a structured and tiered manner. The presence of non-formal education aims to provide educational services according to the needs of the community, and functions as an addition, replacement, or complement to formal education Syaputra & Shomedran (2023). Therefore, every individual has the right to get a decent education both through formal education and non-formal education to increase their potential and have the ability to have a better life in the future.

The development of non-formal education in Indonesia is increasingly significant, both managed by the government and the community. The two institutions that are the main pillars of this path are the Learning Activity Studio (SKB) and the Community Learning Activity Center (PKBM). Both function as alternative learning centers that answer the needs of the community in facing social dynamics and the demands of changing times Hartini et al (2025). Through the existence of non-formal education, people who do not pursue formal education still have the opportunity to get equal and meaningful educational services. One of the important focuses in the development of non-formal education is efforts to improve literacy, since literacy is not only reading and writing skills, but also the ability to process information, think critically, and actively participate in social life.

The literacy movement is a national strategy to foster a reading culture from an early age. Literacy is seen as the foundation of mastery of science, technology, and skills in the 21st century. The government, through the Ministry of Education, Culture, Research, and Technology, initiated various programs to strengthen literacy culture, including the School Literacy Movement (GLS). Initially, GLS was focused on formal schools, but later expanded to non-formal educational institutions such as PKBM and SKB. This effort is aimed at ensuring that students in the non-formal pathway also get equal literacy experience, as well as equipping them with the ability to read, understand texts, and develop academic and non-academic potential (Tukan et al., 2024).

In the non-formal education pathway, the existence of the Package A Equality Program has a very important role. This program is intended for children and communities who do not have the opportunity to complete basic education in formal school. The characteristics of Package A students are very diverse in terms of social, economic, and learning motivation. This condition is often the cause of low interest in reading and weak reading comprehension skills. Therefore, innovative literacy strategies are needed to improve students' basic reading and writing skills Widodo & Yulianingsih (2023). In non-formal education, there are various characteristics of students in terms of background, economy, etc. Therefore, the implementation of literacy activities is needed to meet the needs of students who have difficulty reading.

Research at PKBM Budi Utama Surabaya shows that the school literacy movement is able to foster the reading interest of Package A students even though they still face obstacles such as limited resources for varied reading books Similar conditions

are also found in the Malang City SKB, where the implementation of literacy programs has been proven to increase student involvement, although some still show dependence on illustrated reading materials to maintain reading interest Widodo & Yulianingsih (2023). In addition to the role of students, the factor of teachers or tutors also greatly determines the success of literacy activities. Tutors are required to have creativity in compiling innovative and interesting teaching materials in order to increase students' motivation to learn.

The implementation of literacy activities in the non-formal education environment still encounters various obstacles. Some of them are the lack of diversity of reading sources and the lack of encouragement to learn from within students. The results of findings in the field show that most Package A students, especially at SPNF SKBN 2 Samarinda, tend to be reluctant to read long texts without illustrations, quickly feel bored, and are more interested in using handphones than participating in reading activities. This situation emphasizes the importance of designing innovative and fun literacy strategies in order to re-grow students' interest and motivation to read Tukan et al (2024). The success of literacy programs also depends on support from various parties, both internal and external. Collaboration between tutors, heads of institutions, parents, and the community can create a conducive literacy ecosystem. Parental involvement, for example, can strengthen reading habits at home as a follow-up to literacy activities in institutions.

In a theoretical framework, a number of relevant ideas can be used as a basis for understanding literacy in non-formal education. First, Constructivism Theory emphasizes that learning is an active process of building knowledge based on experience. In the context of literacy, this indicates the need for active involvement of students in reading, discussing, and reflecting on texts Efgivia et al (2021). Second, Paulo Freire's Pedagogy offers a critique of the educational model that places students as passive objects. Freire emphasized the importance of critical awareness and active participation in the learning process, including literacy activities, so that it is not just a mechanical activity but also a means of empowerment. Pongoh et al (2022). Third, Vgotsky's Socio-Cultural Theory underlines the role of social interaction and guidance in learning. The concept of Proximal Development Zones (ZPDs) and scaffolding provides a framework that tutors can help learners achieve a higher understanding of literacy through targeted interaction Sefriani et al (2024)

By combining these three theories, literacy in non-formal education is seen not only as an individual cognitive skill, but also as a social and cultural process that develops through interaction. This emphasizes that a literacy ecosystem involving tutors, institutions, parents, and the community is essential to foster sustainable reading habits Warini et al (2023).

Based on this description, this research is focused on three main aspects. First, examine the implementation of literacy activities in the Package A Equality Program at SPNF SKB Negeri 2 Samarinda, including strategies, methods, and the role of tutors and institutions in supporting literacy improvement. Second, identify obstacles faced in the implementation of literacy activities, both from the internal

side of students and external factors such as facilities, infrastructure, and environmental support. Third, formulate literacy strategies carried out by tutors, heads of institutions, and family support to improve students' reading skills. With this focus, the research is expected to make a theoretical and practical contribution in developing a relevant, innovative, and sustainable literacy model for non-formal education.

2. Methodology

This research uses a qualitative approach with the aim of focusing on a deep understanding of the phenomena that occur in the implementation of literacy activities in the Package A Program. The qualitative method is very appropriate because this study aims to explore the social, cultural and individual factors that affect the literacy process of students in a non-formal education environment.

The subjects of this study consist of several categories of informants, namely key informants, main informants, and supporting informants. The key informant in this study is the Head of SPNF SKB Negeri 2 Samarinda who has authority as well as a comprehensive overview related to policies and the implementation of literacy programs. The main informants include Package A Program tutors who are directly involved in the learning process and implementation of literacy activities in the classroom. Meanwhile, supporting informants are students and parents of students who provide information about their experiences, perceptions, and involvement in literacy activities. Through the distribution of informants, researchers gained a more comprehensive understanding of the dynamics of literacy implementation, both in terms of institutional policies, learning practices, and the responses of students and families. The use of a qualitative approach allows this research to strengthen the relevance of the theory, especially Constructivism Theory and Vygotsky's Socio-Cultural Theory, by emphasizing the importance of direct experience, social interaction, and environmental context in improving students' literacy skills. This approach provides a more in-depth and contextual insight into the successes and obstacles in the implementation of literacy activities that cannot be fully expressed through quantitative methods Rohman (2022).

Data collection is carried out through three main techniques, namely by using observation, interviews and documentation studies, the data collected will provide a more comprehensive picture of the implementation of the literacy activities Pahleviannur et al. (2022). Observation of literacy activities carried out can also provide information about the interaction between tutors and students and how the process supports or hinders the development of students' reading skills. Interviews were used to find out how the implementation of literacy in SKB Negeri 2 Samarinda and documentation of activity reports and photos were used as supporting data for this research.

The data analysis in this study uses the Miles and Huberman model which is carried out interactively through three stages, namely data reduction, data presentation, and data verification and conclusion drawing Competition et al. (2023). At the data

reduction stage, it was produced in the form of interviews, observations, and documentation focused on aspects related to the implementation of literacy, obstacles faced, and strategies carried out by the head of SKB, tutors, students, and parents. The data that has been reduced is then presented in the form of thematic narratives and interview excerpts to make it easier for researchers to understand the relationship between the findings presented in the field. Furthermore, conclusions are drawn by identifying patterns, meanings, and relationships between data which are then verified through triangulation of data between informants to ensure validity. Through this stage, the research was able to provide an in-depth and contextual picture of the implementation of literacy activities at SPNF SKB Negeri 2 Samarinda.

3. Results and Discussion

SPNF SKB Negeri 2 Samarinda is a non-formal educational institution located in Samarinda City, East Kalimantan. This institution organizes the Package A Program as a form of equality education service equivalent to the elementary school level. Based on data from the institution in 2024, the number of students registered in the Package A Program is 37 people, consisting of 18 male students and 19 female students with an age range between 8 and 45 years. The backgrounds of students are very diverse, ranging from school dropouts, teenagers who do not continue formal education, to adults who want to obtain an equivalency diploma. Most of them come from families with middle-to-lower socioeconomic conditions, so they have limitations in terms of access to learning resources at home. The facilities owned by the institution are also still simple, such as limited classrooms, a small collection of reading books, and the absence of a permanent library. Nevertheless, the institution still strives to create a conducive learning atmosphere through literacy activities that are creative and adaptive to the conditions of students.

The learning process at SPNF SKB Negeri 2 Samarinda is carried out flexibly and adjusts to the needs of learning residents. Learning activities are carried out three times a week with a duration of two hours per meeting. The methods used are participatory, contextual, and oriented to the real experiences of students. Tutors act as facilitators who not only teach reading, writing, and arithmetic skills, but also guide students to be able to understand the content of reading and relate it to daily life. Literacy activities are carried out through reading together methods, group discussions, simple writing assignments, and literacy-based educational games. To strengthen reading habits outside the classroom, the institution also collaborates with parents in the form of reading activities at home. This approach aims to ensure that literacy activities not only become academic activities in the institution, but also grow into a sustainable learning culture in the family and community environment.

The collection of research data was carried out through semi-structured interviews with several key informants consisting of the Head of the Institution, two tutors, three students, and two parents of students. The selection of informants was carried

out purposively by considering their active involvement in literacy activities at SPNF SKB Negeri 2 Samarinda. Each interview lasts between 30 to 60 minutes and is conducted in person within the institution. Before the interview is conducted, the researcher first explains the purpose of the research and ensures the confidentiality of the informant's identity. The entire interview process is recorded (with the informant's permission) and then transcribed verbatim. To maintain the validity of the data, triangulation was carried out through comparison of interview results, observation of literacy activities, and program documentation from the institution. The guiding questions used during the interview can be seen in Table 1.

Table 1. Interview Guide Question List

Yes	Focus Questions	Sample Questions
1	Institution Profile	What is the general condition of the institution and the number of students in the Package A Program?
2	Facilities and Infrastructure	What are the facilities available to support literacy activities in institutions?
3	Tutor Role	What is the role of tutors in designing and implementing literacy activities?
4	Learning Strategies	What methods do tutors use to improve students' reading skills?
5	Student Participation	How do students respond and engage with literacy activities carried out?
6	Family Support	What is the form of parental involvement in supporting literacy activities at home?
7	Institutional Support	What form of support does the institution provide to strengthen the implementation of literacy programs?
8	Challenge	What are the obstacles faced in the implementation of literacy activities in institutions?
9	Solution	What efforts are made to overcome the obstacles that arise during literacy activities?
10	Expectations and Development	What are the expectations and suggestions of informants for the development of literacy activities in the future?

Result

This study aims to provide an in-depth overview of the implementation of literacy activities in the Equality Package A Program at SPNF SKB Negeri 2 Samarinda. The research data was obtained through interviews with the Head of SKB, two tutors, students, and parents of students who were directly involved in literacy activities. The results of the study show that the implementation of literacy activities in SKB does not only depend on the availability of facilities, but also on the role of tutors as facilitators, motivators, and social companions for students. In addition, family support and institutional policies also affect the success and obstacles that arise in the literacy process. The following is a presentation of the data from the field findings:

Implementation of Literacy Activities in the Equality Package A Program

The implementation of literacy activities at SPNF SKB Negeri 2 Samarinda is carried out through institutional strategies and classroom learning practices. The Head of SKB, Mrs. Maswati, emphasized that the low reading interest of Package A students is the main challenge conveyed as follows:

"Indeed, the reading interest of package A students is still low, even the same as experienced in formal schools. To overcome this, we procure books, especially fiction storybooks and textbooks so that children are more interested in reading."

This statement shows that one of the institution's concrete steps is to enrich reading resources by adjusting the types of books that are more interesting to children, especially light readings such as fictional stories. This is in line with the literacy strategy which emphasizes the importance of presenting texts that are relevant to the needs and interests of students. The institution's efforts are not only limited to the procurement of books, but also to increase the capacity of tutors through training. The Head of SKB said:

"We have sent four tutors to take part in writing training and literacy culture development at the non-formal level at the Education Office, especially reading and writing training. It is hoped that after participating in the training, the tutors will have new strategies and more creative skills in teaching literacy."

The following are the results of my observations as well as documentation studies on activities related to a series of tutors participating in writing training and literacy culture development can be seen in the following figure 1:



Figure 1. Tutors participate in writing training activities and literacy culture development

This shows the consistency between institutional policies and real implementation in the field, as well as emphasizing that increasing the capacity of tutors is an important step in supporting the sustainability of literacy programs at SPNF SKB Negeri 2 Samarinda. In addition, to ensure sustainability, the institution also plans

to build a Community Reading Park (TBM) so that literacy can be accessed not only by students, but also by the surrounding community. At the classroom level, tutors play an important role in implementing literacy activities according to the conditions of very diverse students. Tutor Rahmayanti stated:

"Teaching at SKB has its own challenges because there is no age limit. For example, in the Package A class, there were students who were 12 years old, 14 years old, and even up to 60 years old. This makes communication and the way of delivering material must be more flexible."

This condition requires tutors to adjust the learning method. Tutor Dewi added that most students now have basic reading skills so that it facilitates the literacy process, the statement was conveyed as follows:

"Based on experience, this year's students are easier to adjust to the curriculum than the previous year. This year the conditions are better because most of them can read and write so it is easier to direct. There are also children who can help their friends who are not able to afford it, so that the literacy process has increased more than the previous year."

The forms of literacy activities applied in the classroom include reading together, reading stories by tutors for students who are not fluent in reading, retelling the content of reading, to the use of simple digital media such as interactive quizzes. This shows that the implementation of literacy at SKB Negeri 2 Samarinda is carried out in a variety of ways, combining a conventional book-based approach with innovative technology-based strategies to adjust the heterogeneous conditions of students.

Based on interviews and documentation studies with the Head of SKB and 2 tutors, it can be concluded that the implementation of literacy activities at SPNF SKB Negeri 2 Samarinda is carried out through a combination of institutional strategies and classroom learning practices. From an institutional perspective, efforts to procure reading books, tutor training, and the plan to build a Community Reading Park (TBM) show a commitment to strengthening the literacy culture. Meanwhile, at the grade level, tutors play a central role in adjusting learning methods to the heterogeneous conditions of students both in terms of age and reading ability. The variety of methods used, ranging from reading together, reading stories, to the use of simple digital media, shows that there is flexibility and creativity in supporting the improvement of students' literacy skills. Thus, the implementation of literacy at SKB Negeri 2 Samarinda takes place gradually, adaptively, and prioritizes collaboration between institutions and tutors to answer the challenges of low reading interest and differences in students' abilities.

The Role of Tutors in Guiding Literacy

Tutors have a central role in assisting literacy activities in the Equality Package Program A SPNF SKB Negeri 2 Samarinda. This role is not only limited to delivering learning materials, but also includes the ability to adapt teaching methods

to the conditions of students, maintain motivation so that the spirit of learning is maintained, create a collaborative learning atmosphere, and present creative strategies through the use of various media. Field findings show that the role of tutors is very complex and multidimensional, so the success of literacy implementation is highly dependent on their capacity and creativity. In adjusting learning methods, tutors face great challenges due to the heterogeneity of students' reading ability. The same thing was conveyed by Rahmayanti, namely:

"The role of tutors is very important to adjust learning methods according to students' abilities. The biggest challenge is when in one class there are children who are fluent in reading while there are also those who cannot read at all."

This statement shows that tutors must differentiate learning by providing appropriate treatment for each level of ability of the learner. For example, students who are able to read are directed to choose and tell the content of the book, while students who are not able to read are read stories by the tutor and then asked to retell them in simple language. In addition to functioning as facilitators, tutors also act as motivators who seek to foster students' enthusiasm for learning. Mrs. Dewi as the tutor of the equality package said:

"The role of tutors is very important, especially in finding ways for all children to participate in learning and can be motivated to learn in reading."

This is evidenced by the statements of students who feel the motivation boost. As conveyed by Khairunnisa as a Package A student as follows:

"What makes me excited is that Nisa wants to be able to learn and understand learning."

Meanwhile, Kenzi, one of the Package A students, revealed that although he has the determination to be able to read fluently, he often feels bored and tired. Kenzi said:

"It's easy to get bored, but sometimes it's boring."

The statement shows that the motivation from the tutor is not enough to be given only occasionally, but must be done continuously with various variations of methods, so that students remain enthusiastic and do not easily lose interest in learning. Tutors also play a role in creating a collaborative learning atmosphere. This strategy is seen when tutors encourage students who are already fluent in reading to help students who are still struggling. Mother Dewi explains:

"There are also children who can help their friends who are not able to afford it, so that the literacy process is more improved than the previous year."

This kind of practice showcases how tutors develop a collaborative or *peer learning model*, which not only eases the tutor's burden on accompanying each individual, but also fosters solidarity among learners. In addition to the aspects of facilitation,

motivation, and collaboration, tutors are also required to be creative in designing literacy strategies. Tutor Rahmayanti gave an example with the use of fairy tales and pictures as literacy media, delivered directly by Mrs. Rahmayanti as the tutor of equality package A as follows:

"For children who cannot read, I read fairy tales, then they are asked to retell them orally. I also use pictures, children are asked to tell what they see from the pictures."

This strategy helps students who still have difficulty reading to continue to actively participate in literacy activities. In line with this, Tutor Dewi usually tries to present a more modern learning feel through digital literacy, Ibu Dewi stated:

"Usually I combine reading activities with game methods. For example, using a simple digital quiz through Google Form or a literacy game that can be played together using a laptop."

The following are the results of my observations and documentation studies on activities related to a series of digital media uses in the implementation of literacy in Equality Package A can be seen in the following figure 2:

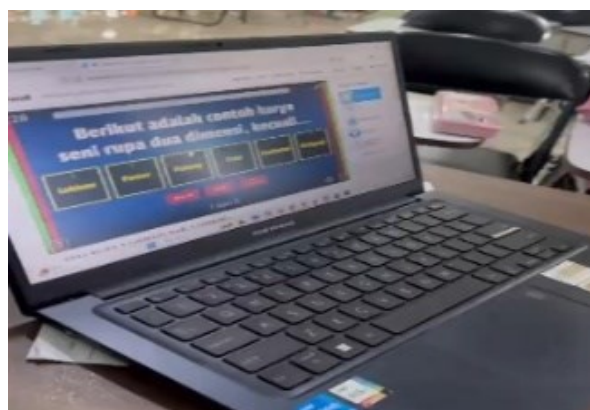


Figure 2. Tutors use digital quizzes through literacy games played together

This shows that the use of this technology provides new variations that are able to grow students' interest while adapting to the times. For students who are not fluent in reading, reading and counting books are provided to support their needs in improving the implementation of literacy. Based on interviews and documentation studies with 2 tutors and students, it can be concluded that tutors in the Equality Package A Program not only play the role of teachers, but also as facilitators, motivators, class managers, as well as innovators who are able to present creative strategies. The following are the results of my observations or observations as well as documentation studies on literacy and arithmetic books used on students who are not fluent in reading, this can be seen in the following figure 3:



Figure 3. Calistung books to support students who are not yet fluent in reading

This multidimensional role is the key to the successful implementation of literacy activities at SPNF SKB Negeri 2 Samarinda, especially in facing challenges in the form of differences in students' reading abilities and limited learning motivation.

Obstacles to Implementation of Literacy Activities

The results of the study show that the implementation of literacy activities in the Equality Package A Program at SPNF SKB Negeri 2 Samarinda is inseparable from various obstacles, both from institutional aspects, class conditions, and external factors such as the family environment. These obstacles have implications for the effectiveness of literacy implementation and are challenges that need to be overcome immediately through the right strategy. Institutionally, the limitation of reading facilities is the main problem. The Head of SKB emphasized that although the procurement of books continues to be attempted, the availability is still inadequate, the statement was conveyed as follows:

"For the availability of books, it is currently in the order stage through BOP funds. We were very selective in choosing books, even having time to ask for catalogs from publishers and the government."

The limited collection of readings has a direct impact on the variety of literacy materials that tutors can use in learning. Students also tend to only interact with limited types of reading, thus reducing the opportunity to develop reading interests in a sustainable manner. In addition, the absence of a permanent building is also a structural obstacle. This condition makes learning activities do not have a truly representative space, thus limiting the optimization of literacy learning which requires conducive spaces, reading corners, and adequate book storage. In the learning process, tutors face challenges in the form of heterogeneity of students' literacy skills. The significant difference between students who are already fluent in reading and those who cannot read at all often complicates the learning process. Tutor Rahmayanti said:

"The biggest challenge is when in one class there are children who are fluent in reading while there are also those who cannot read at all."

This condition poses a pedagogical dilemma. Tutors should divide the attention between students who are already proficient and those who are still in the early stages. If tutors focus more on groups that are already fluent, then students who are still experiencing difficulties will be left behind. On the other hand, if the tutor focuses on those who are not able to read, then students who are already proficient will feel less challenged and potentially lose interest. This situation shows the importance of differentiating learning strategies, but also confirms that class heterogeneity is one of the real obstacles in the implementation of literacy. In addition, participants' learning motivation often fluctuates. The importance of the role of tutors in maintaining the spirit of learning, Tutor Dewi stated:

"The role of tutors is very important, especially in finding ways for all children to participate in learning and can be motivated to learn in reading."

Inconsistent motivation can hinder the development of literacy skills. Some students show high enthusiasm at the beginning, but it is easy to get bored and lose concentration as time goes by. This is understandable considering that reading activities require consistency in practice, while some students are not used to taking time to study regularly. External factors in the form of family conditions also have a great influence on the success of literacy. Learners who come from families with minimal learning support, such as children from *Broken Home* families or busy working parents, are more likely to face difficulties in developing reading skills. The lack of assistance at home makes them only depend on the guidance of tutors in the classroom. As a result, the process of improving literacy skills runs slower than students who receive full support from their parents.

Based on interviews with the Head of SKB and 2 tutors, it can be concluded that the obstacles to the implementation of literacy at SKB Negeri 2 Samarinda can be included in four main aspects: limited reading facilities, lack of permanent buildings, heterogeneity of students' abilities, and motivation influenced by internal factors and family support. These obstacles confirm that efforts to improve literacy can not only depend on the role of tutors alone, but also require comprehensive support from institutions, families, and the social environment of students.

Strategies of Institutions, Tutors, and Parents in Supporting Literacy

Efforts to overcome various obstacles to the implementation of literacy activities in the Equality Package A Program at SPNF SKB Negeri 2 Samarinda are carried out through strategies involving various parties, ranging from institutions, tutors, to students' families. This strategy shows that collaboration is important to strengthen literacy culture and ensure the sustainability of learning. The Head of SKB emphasized the importance of building more permanent facilities to support literacy activities. One of the strategic plans that is being prepared is the establishment of a Community Reading Park (TBM). Mrs. Maswati as Head of SKB said:

"In the future plan, we want SKB Negeri 2 to have facilities like SKB Negeri 1 which already has TBM. With TBM, not only students can read, but also the surrounding community can access reading books."

This statement shows that TBM is seen as an important instrument to expand access to reading materials, both for students and the general public. The existence of TBM is expected to foster a broader reading culture, not limited to classrooms, and make literacy a part of daily life.

Tutors also play a key role in designing creative and adaptive learning strategies. The results of the interviews showed that tutors developed various methods to attract students' interest, such as digital-based games, reading activities together, and storytelling methods. This approach is intended so that the literacy process is not monotonous, but more interactive and fun. The creativity of tutors in combining conventional methods with simple digital technology is proof that learning strategies are adjusted to the needs of students as well as the times. In addition to institutions and tutors, families also contribute greatly to supporting the success of literacy. The role of parents can be seen from direct assistance at home and providing motivation to children. Nita's mother, Khairunnisa's parent, said:

"Yes, there is, usually if there is time, my father and I who are the ones who study at home."

In line with this statement, Mrs. Wiji as Kenzi's parent said:

"Yes, they are motivated and supported. Usually, if he has a task, he does it at home with the help of his brother."

The following results of my observations as well as documentation studies on parental support activities in home learning assistance can be seen in the following figure 4:

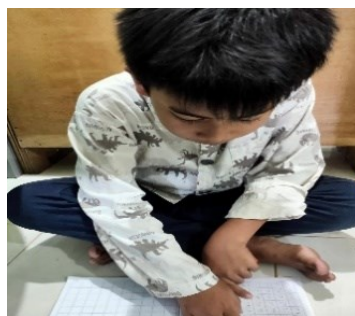


Figure 4. Showing students who are accompanied by parents when studying at home

This statement emphasizes that family involvement in the literacy process is not only in the form of providing time to accompany children to learn, but also in the form of moral support that fosters students' enthusiasm and confidence. The presence of parents as home learning companions helps strengthen reading habits and ensures that children acquire a consistent literacy environment outside of the classroom.

Based on an interview with the Head of SKB, 2 tutors and parents of students showed that the strategies carried out by institutions, tutors, and parents reflected a synergy that complemented each other. The institution provides facilities and

structural support through the TBM development plan, tutors develop creative methods to make literacy learning more interesting, while parents play a role in maintaining the continuity of literacy in the home environment. This synergy shows that the success of literacy is not only the responsibility of one party, but the result of collective cooperation between educational institutions, educators, and families.

Discussion

The results of the study show that the implementation of literacy activities in the Equality Package A Program at SPNF SKB Negeri 2 Samarinda is a complex process, involving interaction between institutions, tutors, students, and families. This implementation not only describes reading activities in a technical sense, but also reflects a social practice rooted in the context of non-formal education. In the perspective of non-formal education, literacy activities emphasize flexibility, relevance to the needs of learning citizens, and empowerment to improve their quality of life.

The discussion is the next step after the researcher obtains results through findings in the field through interviews, observations, and documentation studies that will be associated with supporting theories that focus on aspects of the implementation of literacy activities, the role and strategy of tutors, implementation constraints, as well as strategic institutions, tutors, and families in supporting literacy at SPNF SKB Negeri 2 Samarinda. This can be explained as follows:

Implementation of Literacy Activities in the Equality Package A Program

The results of the study show that the implementation of literacy at SPNF SKB Negeri 2 Samarinda has been carried out through systematic measures that put pressure on the provision of learning facilities and increased the capacity of tutors. The Head of SKB explained that the procurement of fiction storybooks and textbooks is a form of institutional intervention to foster students' interest in reading. These findings are consistent with the view of Constructivism which emphasizes that learners build knowledge through direct interaction with learning resources Mawardi (2018). In this theoretical study, the existence of books is not just a technical medium, but a means that allows students to construct meaning independently.

The institution's policy of sending tutors to take part in literacy training at the Education Office reflects a commitment to improving the quality of educators. This is in line with Vygotsky's (1978) theory regarding the concept of more *Informed other* (MKO), where individuals who have knowledge are better able to provide *scaffolding* to help learners achieve abilities beyond their actual limits Fatkhurrozy (2024). Tutors who have received literacy training have a better capacity to design learning that is adaptive, varied, and in accordance with the needs of students. Research Alamin et al. (2023) It also emphasized that tutor training makes a significant contribution to the quality of non-formal education services, especially in creating an interactive learning atmosphere.

The plan to build a Community Reading Park (TBM) at SKB Negeri 2 Samarinda shows the existence of the institution's long-term vision in building a literacy ecosystem. TBM is positioned not only as a means of reading for students, but also as a literacy space that can be accessed by the surrounding community. This idea is relevant to the concept of literacy as a social practice expressed by Paulo Freire that reading is not just a technical skill, but part of a dialogical process that frees the individual from limitations Nuswantara (2018). Thus, the implementation of literacy at SPNF SKB Negeri 2 Samarinda reflects the integration between institutional intervention, strengthening tutor competence, and the vision of developing a long-term literacy ecosystem. If it is associated with the theories of Constructivism, Vygotsky, and Freire, it can be understood that literacy in SKB is not seen only as an individual skill, but a social process that requires institutional support, competent tutoring assistance, and sustainable facilities that are able to foster a literacy culture both among students and the wider community.

Roles and Strategies in Guiding Students' Literacy

The results of the study show that tutors play a multidimensional role in guiding literacy students. The role is not limited to teaching reading skills, but also includes adjusting learning methods to heterogeneous classroom conditions, providing continuous motivation, strengthening collaboration between students, and implementing creative strategies to increase learning interest. The diversity of reading skills in one class requires tutors to apply learning differentiation. This is in line with the principle of Constructivism which emphasizes that each learner builds knowledge based on his or her unique experience, so learning must be tailored to individual needs Trenggono & Winarni (2025)

Motivation by tutors has proven to be an important factor in maintaining the sustainability of literacy. The emotional encouragement and positive encouragement given consistently are able to maintain students' enthusiasm for learning even when they face difficulties. These findings support Vygotsky's view of the importance of *scaffolding*, that is, such support Tutors utilize creative strategies in the form of the use of fairy tales, image media, and digital games to overcome learning boredom Princess (2024). The application of this method not only makes literacy activities more fun, but also presents a space for dialogue between tutors and students. This strategy is in line with Freire's idea of dialogical and participatory education, which rejects the one-way educational model and the pressure of active involvement of students in constructing meaning Stuart (2019). Thus, the role and strategy of tutors in guiding students' literacy include the function of facilitators, motivators, and innovators. Through the application of methods, consistent motivation, and varied creative strategies, tutors succeed in creating a more meaningful and enjoyable literacy process.

Obstacles to the Implementation of Literacy Activities

The results of the study revealed that the implementation of literacy at SPNF SKB Negeri 2 Samarinda still faces various obstacles that affect the effectiveness of

learning. These obstacles include limited facilities, differences in students' reading ability, fluctuations in learning motivation, and lack of family support for some students.

The limitation of reading facilities is the main obstacle that limits the variety of literacy sources. This condition makes students only interact with limited types of reading, thus reducing opportunities to expand their horizons and enrich their interest in reading. These findings support the view of Constructivism which emphasizes that a resource-rich learning environment is an important factor in building knowledge Muflich & Nursikin (2023). Research conducted by Safitri et al. (2025) shows that the availability of diverse books has a positive effect on improving students' reading skills in non-formal education.

In addition to limited facilities, the heterogeneity of reading ability in one class is a challenge in itself. A striking difference between students who are already fluent in reading and those who are still struggling requires tutors to implement differentiation strategies. This situation is in accordance with the concept of *Zone of Proximal Development* (ZPD) put forward by Vygotsky (1978), who explains that effective learning can only take place if learners receive support according to their level of development. Widyastuti's research (2021) also found that differences in reading ability in literacy classes often lead to learning outcomes if not balanced with an adaptive approach.

Unstable student learning motivation is the next obstacle. Some students show high enthusiasm at the beginning, but easily lose enthusiasm due to boredom and tiredness. This condition emphasizes that learning motivation needs to be maintained consistently with a varied approach. These findings are in accordance with Vygotsky's theory of the importance of emotional *scaffolding*, as well as Freire's (2005) idea of education that must be dialogical and relevant to the reality of students so that they remain actively involved. The results of Siregar (2022) research also show that a variety of creative learning methods can increase students' motivation in non-formal literacy programs.

Family support also plays a significant role in the success of literacy. Students who do not receive guidance at home, especially those who come from families with *Broken Home* or busy parents, tend to face greater difficulties in improving reading skills. This supports the view of Constructivism that learning is the result of an individual's interaction with his or her environment Nerita et al. (2023). ResearchBailey, (2020) revealed that parental involvement is closely related to the development of children's literacy, both in formal and non-formal education.

Thus, the obstacles to the implementation of literacy at SPNF SKB Negeri 2 Samarinda can be included in four main aspects: limited reading facilities, heterogeneity of reading ability, low motivation, and lack of family support. These barriers confirm that the success of literacy requires comprehensive support, not only from tutors, but also from students' institutions, families, and social environments.

Strategies of Institutions, Tutors, and Parents in Supporting Literacy

The results of the study show that various strategies are carried out to overcome the obstacles to the implementation of literacy in SPNF SKB Negeri 2 Samarinda. This strategy is not only carried out by the organizing institution, but also by tutors and students' families, so that synergy is formed in supporting the success of literacy. SKB designs a long-term strategy through the procurement of books, tutor training, and a plan to build a Community Reading Park (TBM). The presence of TBM is projected as a literacy tool that can be used not only by students, but also by the surrounding community. This strategy is in line with Paulo Freire's idea that literacy is a social practice that must be contextual with the reality of society (Sudirman, 2019). Research (Azizah et al., 2024) also found that the existence of TBM plays an important role in strengthening community literacy culture and increasing family participation in supporting children.

Tutors use a variety of creative strategies to keep learners engaged. Literacy learning is not only carried out through conventional methods such as reading together, but is also enriched with fairy tales, picture media, and digital-based games. This strategy is relevant to the principles of Constructivism which emphasizes the importance of meaningful and diverse learning experiences Ningrum et al. (2023). In addition, the interaction between students who are more proficient with peers who still have difficulty in applying the concept *Peer Learning* in Vygotsky's theory where learning occurs through social collaboration in *Zone of Proximal Development* (Kuncoro & Turahmat 2025).

The role of the family is also an important element in literacy support strategies. Parents provide support through home learning assistance, provide encouragement, and provide a conducive environment for reading. Family involvement strengthens reading habits outside of the classroom, increases children's confidence, and ensures the continuity of literacy in daily life. This is in line with Vygotsky's view of other, more knowledgeable roles, in which parents provide *scaffolding* to accelerate the development of children's skills (Muzakki et al. 2023).

These findings are in line with research Fadilla et al. (2022) which highlights the importance of digital marketing training for residents to learn Package C at PKBM Generasi Mandiri Balikpapan. The research shows that the success of non-formal education is not only determined by methods and curriculum, but also supported by the role of educators, parental support, and an adequate learning environment. In the context of Package A, tutors are present not only as teachers, but also as facilitators, motivators, and innovators who accompany students with diverse backgrounds. With a humanist approach, the relationship between tutors, parents, and students is the main foundation for creating a more meaningful, inclusive, and able to achieve the goals to be achieved.

Thus, strategy institutions, tutors, and parents in supporting literacy show that there is a complementary collaboration. The role of the institution is to provide structural support, tutors present pedagogical innovations, while parents ensure the desire for literacy at home. This synergy strengthens the understanding that the success of

literacy is not only determined by one party, but is the result of collective cooperation in line with the theories of Constructivism, Vygotsky, and Freire, and is reinforced by previous empirical findings.

4. Conclusion

This research reveals that the implementation of literacy activities in the Equality Package A Program at SPNF SKB Negeri 2 Samarinda is a complex and collaborative process. From an institutional perspective, SKB plays an important role through the provision of reading materials, sending tutors to literacy training, as well as the plan to build a Community Reading Park (TBM) as a long-term literacy facility. This effort shows the institution's commitment to creating a sustainable and inclusive literacy ecosystem for students and the surrounding community. Tutors play a central role as facilitators, motivators, and innovators in literacy activities. As facilitators, they adapt learning methods to the heterogeneous conditions of students, create a participatory learning atmosphere, and provide a space for collaboration between students. As motivators, they continue to be enthusiastic about learning with a personal approach and continuous support so that students remain enthusiastic despite facing difficulties. As innovators, they present creative strategies such as storytelling, the use of image media, to simple digital games, so that literacy becomes a more fun, relevant, and meaningful activity. However, this study also found various obstacles that hinder literacy optimization, such as limited reading facilities, the absence of permanent buildings, significant differences in reading ability between students, fluctuating learning motivation, and lack of family support for some students. These factors show that the success of literacy can not only be attributed to tutors, but requires comprehensive support. To overcome these obstacles, strategies are carried out collaboratively. Institutions that provide structural support and literacy facility construction plans, tutors develop creative and adaptive approaches to learning, while families contribute by providing assistance at home and fostering reading habits. This collaboration emphasizes that the success of literacy in non-formal education is determined by the integration of roles. Thus, this research not only answers the set objectives, but also opens up opportunities for further research related to the literacy collaboration model in non-formal education.

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